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ABSTRACT

The political processes involved in an academic program evaluation are discussed. The focus is on how evaluative information is politically linked to programmatic decisions within the context of various organizational and evaluative utilization models. To examine the explanatory power of the various theories and models, information from a program evaluation conducted at a small public liberal arts university is examined. The scope of this program evaluation is as follows: to obtain a systematic view of the relative strengths and weaknesses of each department, and to use the feedback to improve the programs; to have participants rank order each of the 19 academic programs on nine criteria; and to target future resource allocations to program changes. Attention is directed to the following issues that may affect how evaluative information is linked to programmatic decisions: stages of the evaluation process, a distinction between the reasons and motives for the evaluation, involvement of the participants/decision-makers in the evaluation process, communication of the results, organizational setting, recognition of the subjectivity of the evaluation, and the role of the institutional researcher. A list of evaluation criteria, an evaluation form, and a bibliography are appended. (Author/SW)

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POLITICAL PROCESSES IN AN ACADEMIC AUDIT: LINKING EVALUATIVE INFORMATION TO PROGRAMMATIC DECISIONS

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This paper was presented at the Twenty-Third Annual Forum of the Association for Institutional Research held at the Sheraton Centre in Toronto, Ontario, May 23-26, 1983. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum papers.

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ABSTRACT

This paper discusses the political processes involved in an academic program evaluation. Specifically, the paper focuses on how evaluative information is politically linked to programmatic decisions within the context of various organizational and evaluative utilization models. Data experiences from a program evaluation conducted at a small (N=2500 students), public, liberal arts university in the Southeast is used in examining the explanatory power of the various theories and models.

It has been stated recently that academic and administrative program evaluation is the latest growth industry in higher education (Wilson, 1982). The reasons for this "boom" are numerous (Harcleroad, 1980). Foremost among the current reasons given for academic program evaluations are: 1) the need for colleges and universities to better respond to declining enrollments and restricted budgets; and 2) demands for accountability from external agencies. Interspersed with the above reasons is the idea that knowledge about a program's strengths and weaknesses will lead to an improved program.

In conducting an academic program evaluation, an institution may select from a number of evaluation models (Anderson & Ball, 1978; Craven, 1980; Dressel, 1976; Grant, 1978; House, 1980; Wilson, 1982). Typically, the models employ a self-study or "blue-ribbon" committee structure utilizing a variety of assessment techniques (e.g., case studies, ratings, observations, interviews, record analyses).

One concept that is receiving increasing attention, and which was used for this study, is the academic audit. The idea for applying the business concept of an audit to certain situations in higher education is not new. Harcleroad and Fichey (1975) have advocated the application of processes inherent in the business audit to the study of institutions of higher education. As explained by Wirsig (1978) the audit is a regular, systematic assessment of the university's programs and practices and their impact on "society" and the "environment". The relevant dimensions for the concept are that the assessment is regular and

systematic and that it investigates the program in relation to the total university and its mission.

Whether it is an academic audit or other evaluation model, there are certain key elements of the assessment process that are necessary if an evaluation is to be effective (i.e., utilized). Central to these elements is the understanding of the political processes involved in an academic program evaluation. The purpose of this paper will be to focus on how evaluative information is linked politicaly to programmatic decisions within the context of an academic program evaluation conducted at a small (n=2500 students), public, liberal arts university in the southeast.

Context

The academic program evaluation procedure employed in this paper was adapted from a model developed by Shirley & Caruthers (1979). In that model a number of evaluative criteria, ranging from centrality of program to service of the program in the community, were used to assess the perceived strengths and weaknesses of academic programs in the university. The procedure involved participation by every academic department and required that each program be assessed on specified criteria. Since the evaluation of academic programs is a much more involved process than just simply placing the program on a particular grid or developing a rating for that program, it was considered to be an important part of the methodology of this study to actively involve all participants, in this case all of the department chairpersons.

The first step in the evaluation process was to insure broad-based participation and, hopefully, wide-range support for the project. It was felt to be highly important from a political standpoint to have all chairpersons participate, since the judgments and outcomes could potentially have very significant impacts on their departments. If some chairpersons did not participate, their likelihood of supporting the process and being willing to adhere to the recommendations would be substantially reduced.

In order to minimize the amount of time engaged in the project and to indicate to the chairpersons that their time was perceived as valuable, they were not asked to create an instrument. Rather, the chairpersons were presented with a model for the evaluation of academic programs, adapted from Shirley and Caruthers (1979), and asked to review and modify it.

The project was initiated and coordinated by the Office of Academic Affairs. The responsibility for presenting the proposal to all department chairpersons and soliciting their participation was placed with the Assistant Vice Chancellor for Academic Affairs.

Prior to meeting with the chairpersons, the Assistant Vice Chancellor solicited the support of the University's Planning Council. As the group responsible for determining long-range goals of the institution as well as short-range strategies and tactics, it was important for the Council to actively encourage the evaluation of academic programs. It was felt that an assessment of the relative strengths and weaknesses of the

academic programs would be invaluable in determining how best to utilize resources in order to achieve insitutional and departmental goals. The Planning Council agreed to request that an academic program evaluation of all departments be conducted.

After the Planning Council approved the request for the evaluation, meetings were called by the Assistant Vice Chancellor to ask the chairpersons to consider participating in such a project. Considerable lobbying and behind the scenes negotiations were conducted in order to get the approval of key chairpersons. To gain concensus from all participants meant that they had to understand and agree on the importance of the evaluation.

The most significant hurdle was the perceived versus actual motives behind engaging in the project. Several chairpersons were convinced that the "real" motive in initiating the evaluation project was to target several weak departments for elimination. In recent years departments with very low numbers of graduates had been closely scrutinized by state level agencies. Consequently, the Academic Affairs office was seen by some as having a hidden agenda in the evaluation project. Assurances from the Office of Academic Affairs helped to dispel that concern. By engaging in lengthy interaction between chairpersons and the Assistant Vice Chancellor, an understanding was reached as to the reasons for the project and the likely outcomes.

The primary reason for the project was to obtain a systematic view of the relative strengths and weaknesses of each department. Using the information for resource allocation was seen as a viable purpose. Each department was expected to use the feedback gained

from the project to improve certain aspects of their program. It should be noted that this particular university has witnessed enrollment growths ranging from 10-14 percent during the last three years. Consequently, there has been little need to raise the spector of dismissal or termination of programs for financial exigency. The thrust of the project was to identify which departments were stronger and which departments were weaker in order to be given further support and encouragement to grow.

Methodology

Once the department chairpersons agreed to the reasons for the evaluation and the evaluation model, the discussion turned to the proposed methodology. Chairpersons were invited to make contributions to and modifications of the evaluation instrument being proposed. The only limitation or restriction placed on the modification was that all programs were to be evaluated. A number of suggestions were introduced by the chairpersons that substantially modified the types of criteria that were considered appropriate for evaluation. These criteria were tailored to the characteristics of the institution under study. Once a particular criterion (e.g., centrality to the mission of the institution) was selected, all of the chairpersons discussed and reached some consensus as to the meaning of that particular criterion. Specific qualitative and quantitative data were identified that would assist in evaluating the respective departments on the criteria. In each case, the data sources were agreed upon by chairpersons as being reflective of a particular selected

criterion. This process of concensus was essential to ensuring the full support of the chairpersons. The Office of Institutional Research was instrumental in helping to identify data sources and in compiling the relevent information for the chairpersons.

Having adopted the instrument, the participants were asked to rank order each of the 19 academic programs on the nine identified criteria. All nineteen chairperons submitted their completed rating sheets to the Office of Institutional Research for processing and analyses. (See Appendix for sample evaluation form.)

Data Analysis

The data analyses employed for this study were simple descriptive statistics. Since the ratings were essentially ordinal comparisons, a median score was determined for each department on each criterion. The median scores were then rank ordered to determine the relative position of each department on each criterion. The rank ordering for each of the criteria for the 19 departments was then summarized into quintiles. The results thus identified those academic programs considered to be in the top and bottom 20% of the departments on each critierion.

The results were presented to the department chairpersons some two months after they had completed the project. The information was initially given to the chairpersons in advance of a scheduled department chairperson's meeting to afford each member the opportunity to review the results and be prepared to discuss them. Because some four months were spent in developing the

support and willingness to participate in the project by the department chairpersons, once the results were published and distibuted to the chairpersons, very few individuals questioned or in any way failed to accept the results of the evaluation process.

Results

Since the critical aspect of this evaluation process related to the intent or expected uses that the results would be put to, considerable time was spent discussing what the results meant for each department. Chairpersons were encouraged to make any program improvements suggested by the results. In part, future resource allocations were earmarked for such changes. All of the chairpersons appeared to accept the results of the study as a meaningful measure of the relative position of their department in the university. (See Table 1) That is, each individual department chairperson was able to obtain a reading of the perceived strengths and weaknesses of their department, as seen by their colleagues. The feedback to the individual departments as to their relative strengths and weaknesses has clearly justified and indicated the value of engaging in such a project.

Since the project was initially requested by the University Planning Council, they received the report from the participants in the project and incorporated the results into goal statements for the institution. In particular, one of the goals of the institution was to develop quality undergraduate programs. A special emphasis has been placed in this year's budgeting process on those programs that were perceived below par compared to other departments.

Also, the results were scrutinized by the Planning Council to determine why certain departments were repeatedly rated as being very low. It was found on review that most of the departments that were down graded by the chairpersons were departments that had recently been established at the university. These new programs were seen by some department chairpersons as being competitive for already scarce resources. To a certain extent, chairpersons were looking out for their own self-interests.

From an administrative standpoint the results of the study have afforded the Office of Academic Affairs and the Executive Officer of the University the opportunity to identify the relative strengths and weaknesses of the academic programs on campus. Strategies can now be developed by the administrative staff that would insure that weaker programs would be brought up to a more satisfactory level, while maintaining and encouraging the growth and development of the stronger programs. The evaluation also afforded members of the administrative staff with information as to which areas' departments were relatively strong, thereby allowing the publication and exploitation of those strengths in various media outlets to the benefit of the university.

The usefulness of the project has far outstripped the expected benefits in engaging in such an evaluation process. The spector of possible layoffs and firings as a result of this evaluation process did not have to be confronted. However, if the institution were to suddenly experience a very significant down turn in enrollment or in financial support, the groundwork has been laid as to identify the relative strengths and weaknesses of the academic departments.

DISCUSSION

In analyzing how evaluative information is linked to programmatic decisions at this particular institution, seven issues were identified as extremely important. These issues included: 1) stages of the evaluation process; 2) distinction between the reasons and motives for the evaluation; 3) involvement of the participants/decision makers in the evaluation process; 4) communication of the results; 5) organizational setting; 6) recognition of the subjectivity of evaluation; and 7) role of the institutional researcher.

The above seven issues are by no means the only major issues in the utilization of evaluative information. Braskamp and Brown (1980) have suggested that major issues in the utilization of evaluative information include a broad definition of utilization, a concern for utilization beginning with the initial meetings, an active role of the evaluators, the relevance of the evaluative information, the relationship between the evaluator and intended audience, and the importance of the communication process. In addition to Braskamp and Brown (1980), the reader is referred to Anderson and Ball (1978), Craven (1980), and Wilson (1982) for a complete discussion of the issues involved in the utilization of academic program evaluation information.

Stages of the Evaluation Process

In the case study presented above, the evaluation process was a "poltical" endeavor. As such, conflicting attitudes on the part of certain participants with regard to the evaluation had to be dealt with in such a manner as to eventually arrive at some sort of consensus. More important, however, was the fact that consensus had to be reached at different stages in the evaluation. Failure to reach consensus at critical times would have jeopardized the evaluation. In the experience of the above institution those critical times were: 1) the endorsement by the chairpersons that the evaluation was necessary and that it was important to participate in the project; 2) the approval by the chairpersons as to the methodology; 3) the communication of the results to the chairpersons and Planning Council; and 4) the decisons made by the chairpersons and Planning Council in response to the evaluation.

By far, the most crucial dimension of this activity as it relates to evaluation was the concensus phase. As Weiss (1972 p.318) points out: "the basic rationale for evaluation is that it provides information for action...unless it gains serious hearing when program decisions are made, it fails its major purpose". If the evaluation is able to get its "serious hearing," the extent of political activities in the latter stages may be decreased as was the case presented above. The results of the evaluation served to reinforce pre-existing opinions about the various programs. Thus, the consensus was fairly high concerning decisons about the various academic programs.

Distinction Between the Reasons and Motives for the Evaluation

The chairpersons questioned the motives of the administration and subsequently the reasons for the evaluation. Thus, the first political activity of those responsible for the evaluation (i.e., the Office of the Vice Chancellor for Academic Affairs) was to clarify these reasons to the chairpersons.

There appear to be three general reasons why program reviews are initiated. The first is that reviews can provide departments with information for program plannning and improvement (Clark, 1977). Evaluations of this kind are often met with wide acceptance, due to their built-in appeal. Faculty, students, deans, and chairpersons are provided with the opportunity to express their satisfaction or dissatifstion with various aspects of the department. The participants are eager to believe that if "areas of concern" are identified, attempts will be made to correct the situation. The evaluaton can act as a catalyst to spur necessary changes to insure high quality programs.

One aspect of the evaluation was to incorporate Hollowood's (1979) life-cycle curve to identify the relative stages and positions of the departments (See Figures 1 and 2). Departments could be identified into one of four stages--new, growth, stable, declining--and one of five posititions--weak, tenable, favorable, strong, or dominant. Identifying the departments according to this matrix proved to be very effective in describing a particular department.

The second reason for program reviews is to provide university administrators with information for budgetary and planning purposes (Clark, 1977). Universities are recognizing that state and private support will not continue at previous levels, and that resource reallocation may be the only way to initiate ne programs or changes. Program reviews have also been used for program retrenchment or abandonment (Benecerraf et al., 1972; Shirley and Volkwein, 1978). Some observers (Gilmour and Beik, 1977) have predicted that such efforts will continue. However, the use of program reviews for program abandonment has been questioned Smith (1979).

The third general reason for program reviews is for use by external groups (Clark, 1977). Such groups include accreditation agencies and state governing boards.

In addition to the above reasons there may be several underlying motives why program reviews are conducted. One such motive could be a reaction to increased criticisms of the department. The criticisms levied against departments include: their decentralization of authority, creation of political and social blocks within the university, and general erosion of the university's effectiveness (Anderson, 1968; Benezet, 1977; Dressel et al., 1970; Dressel and Reichard, 1970). Additional motives may be a desire by the administration to "maintain" or "acquire" more control over the department, to create an illusion that the university is responding to requests for accountability, and a desire to "shake-up" selected departments.

It was found to be the case that the motives for the evaluation had to be separated from the reasons for the evaluation. This entailed much political discussion and reassurance from the administration to the chairpersons before they would endorse the evaluation project.

Involvement of the Participants/Decison Makers in the Evaluation Process

One of the major themes that has been continually repeated in the literature on the utilization of evaluative information (Fields, 1976; Braskamp and Brown, 1980) is the importance of involving the participants affected by the evaluation in the evaluation process itself. As pointed out by Richardson (1980 p. 104-105): "Individuals and groups are more likely to involve themselves in planning and budgeting deliberations if they perceive that they or their primary organizational subunit will be directly affected, either favorably or adversely, by the resultant decisions."

In the case study presented above two important issues related to the involvement of the participants were identified. First, participation in the evaluation process was intitially met with some resistance. In the beginning the reasons for nonparticipation in the evaluation was predicated on philosophical opposition to program evaluations. Some persuasion was needed to convince certain participants of the merits of the evaluation process. Secondary reasons for nonparticipaton were feelings that the evaluation was a waste of time and that the results would not

be utilized. Although these concerns are not uncommon, they do attest to the fact that faculty participation in plannning and evaluation activities are inversely related to the organizational level at which these activities are conducted (Richardson, 1980).

The second issue of involving participants in the evaluation was the realization of the importance of the communication networks. As indicated by Smock (1982, p. 70): " Whether or not the judgements lead directly to decisions or are linked to the decision-making process in a more indirect and less observable manner depends more upon the network of people designed to implement the system of program evaluation than on the results themselves."

Involving the participants in the evaluation process requires a good understanding of the evaluation audiences and the organized structure of the network (Smock, 1982). Richardson (1980 p.105) has pointed out that organizations possess both formal and informal communication networks, and that "an effective communication plan recognizes this fact and tries to utilize both types of networks in transmitting information to organizational participants".

In the experience of the institution under study, it cannot be over emphasized the importance of involving key audiences in the evaluation process. Many political problems were resolved by including the participants in the evaluation process from the beginning and by utilizing, in particular, the informal communication networks. It is our belief that failure to involve the audiences and using the informal networks would have seriously compromised the project.

Communication of the Results

The fourth major element in linking the evaluative information to programmatic decisions was the communication of t results. Paralleling the importance of involving the participants in the evaluation process was the means for the communication of the results. Here emphasis was placed on understanding the political processes involved between the sender and receiver of the evaluation results as well as how the information was presented.

As indicated in the preceeding section, organizations typically have informal communication networks. These networks are often more important in the dissemenation of information than the formal structures, in that they provide for open-ended, two-way communication in which the evaluation information and its implications can be explored rather than presented (Datta, 1981). In the case study, this informal two-way communication allowed for the continual presentation of data and exchange of information, thereby reducing the possibility of confrontation when the formal results were presented. The importance of this two-way communication was highlighted by Braskamp (1982 p.58) in his discussion of how an evaluation system cannot exist without an effective information system:

> The communication network among the audiences should be the core of an evaluation system. Evaluation is undertaken in a social and political environment in which various groups have vested interests in the evaluation process. . . If an evaluation is be used by these groups in their deliberations, discussions, and policy making, the evaluaton system must be designed to m imize the

> communication among these audiences. In designing such a system two guidelines regarding communcation must be used. First, audiences and their information needs must be identified. However, pinpointing specific pieces of information to be used for specific decisions is not the goal. Rather, the intent is to establish an environment in which audiences become involved in as much of the evaluation process as possible, including making decisions about the criteria to be used in the evaluation, the data sources to be used, and interpretation and transmission of the evaluative information. Involvement may promote interest in the evaluation and increase the use of the information.

Numerous researchers (Anderson and Ball, 1981; Braskamp and Brown, 1980; Breckell and Aslanian, 1974; Havelock and other 1973) have investigated various factors which influence the communication and utilization of results. Among the key factors which were identified in the case study were: 1) sharing of roughdrafts and preliminary thoughts with key participants before making the final presentation; 2) presentation of periodic informal reports; 3) asking the participants to assist in the interpretation of the findings; and 4) the credibility of those persons responsible for processing and making the formal presentations of the results.

Organizational Setting

Various organizational models have been presented (Backarach and Lawler, 1980; Baldridge, 1971; Robbins, 1976; Thompson, 1967) to describe the decision making processes in organizational settings. The three most common types of models applicable to the university setting are the bureaucratic, rational, and poltical models (Baldridge, 1971). Of the three, the political model

appears to have the most explanatory power in describing, understanding, and predicting behavior in higher education (Tonn, 1980). Tonn (1980 p. 123) contends that the poltical model is better because the assumptions that must be made to use the alternative models are of questionable validity in their application to complex organizational settings: "In complex organizations, where the perfect knowledge required by the rational models does not exit, judgment and compromise frequently supersede computational and bureaucratic forms of rational decision making. Decisions are not made solely by impartially determined formulae or by straightforward appeals to hierarchy, but are subjectively negotiated."

The use of politics in higher education is often viewed with disdain. Higher education personnel sometimes like to think that they or their organization are above having to resort to "politics." Often the word "politics" conotes "trickery, playing games, or deception". A more accurate definition of political behavior, however, would be: "any behavior by organization members that is self-serving (Robbins, 1976, p. 64)." Tonn (1980) points out that this itself is not power, but requires power to attain its end. The question thus becomes not "who has power", but "which ends are to be achieved." The powerful person is able to be influential in negotiating decisions. In this definition every department chairperson and dean would exhibit political behavior to obtain appropriate resources for his/her organization. It would be in their best self-interests.

The exerting of political behavior by participants in an academic program evaluation should consequently come as no surprise (Guskin, 1980). As Braskamp and Brown (1980, p. 93) pointed out:

> Evaluation is often so intertwined with organizational politics that evaluation itself might be labeled a political activity. This means that the relationship between the evaluator and key program staff, and the evaluator's understanding of the organization in its internal and external political environment, are critical for successful utilization. It is rare that an effective evaluator conducts a successful evaluation after having had only one meeting with key personnel. An effectively utilized evaluation is more likely to result from a process that includes a highly interactive consulting relationship with the key decision makers.

This was found to be the case in the evaluation process at the university described above.

After overcoming the intitial objections to the academic program evaluations, most of the chairpersons in the study came to view the evaluation process as fair and began to place some trust in the evaluators. One reason for this trust may be due to the fact that the organizational setting and structure was taken into account. As Smock (1982, p. 70) pointed out:

> Evaluations can be powerful inducements for change or relatively ineffectual, depending on the organization of the network through which the evaluation information will be collected, considered, and acted upon. Not only is it a matter of how the network is structured, but also who is selected to be part of it. Democratically elected committees will behave differently than appointed or voluntary committees. Recommendations from a body composed of academic heavyweights will be different than those coming from more broadly respresentative bodies. While reliability and validity are yardsticks of quality that can be applied to data, trust and fairness are similar yardsticks by which to judge the structure.

> Program evaluation systems that are sensitive tc the power arrangements on campus, aware that there can seldom be too much communication and designed so that sound judgments are forthcoming are likely to measure high on the trust and fairness yardsticks. After all, judgment is at the heart of evaluation, and there is a question of credibility in all judgements.

Recognitition of the Subjectivity of Evaluation

The question of credibility in judgments is perhaps a question of the subjectivity of evaluation. Evaluation by its very name implies the making of judgments. These judgments can be "objective", "subjective", or a combination of the two. The distinction between the two types of judgments is typically based on the nature of how the judgments are formulated. Objective judgments are normally based upon quantitative data, while subjective judgments are typically based upon qualitative data (Astin and Solmon, 1979; Guba, 1978). In practice, any judgement must ultimately be subjective (Guttentag, 1973).

Every institutional researcher has witnessed examples of the variety of inferences that can be drawn from a seemingly "objective" set of data. The issue of evaluation should not be one of eliminiating subjectivity, for that is impossible, but rather how to control and structure the degree of subjectivity. Dressel (1982) argued that the subjectivity/objectivity in evaluations is intricately tied to values inherent in colleges, universities, departments, and decision-makers. He contends (p. 38) that: "Even when there is a conscious recognition of specific value commitments, this recognition seems only to introduce a subjective element into evaluation, which decreases the acceptability of the

results to others. Objectivity in evaluation is a value in achieving valid results and in gaining acceptance of them." Under Dressel's (1982) concept of evaluation, objectivity is a desirable attribute of an evaluation report, however, it is difficult to achieve if any attempt is made to interpret the data and explore its implications.

Kuh (1981) has argued that in the measurement of quality, a holistic approach should be adopted that includes both qualitiative and quantitative approaches. Excluding either approach would tend to overlook important elements and components of the academic program. Thus, in the program evaluation under discussion, chairpersons had to be assured that a variety of information would be used in the analysis of their program and that the subjectivity of the ratings would be considered in the context from which they were given.

Role of the Institutional Researcher

The establishment of the analytical and information requirements for conducting a systematic academic program evaluation is an appropriate role for the institutional researcher. The specification of the appropriate data collection instruments and identification of appropriate statistical techniques used to determine and measure the quality parameters of the academic programs is a role easily fulfilled by the institutional researcher.

The institutional researcher is usually a person with broad knowledge of the attendant considerations necessary for an

effective audit. First, the institutional researcher typically has no vested interest in the outcome of the evaluaton. Second, the IR director is usually the person with experience in conducting evaluations within an investigatory framework outside of the political dynamics of the academic program. Third, the IR office can better coordinate data collection and analysis with the framework of a professional institutional research activity without it detracting from routine activities. Faculty for the most part require released time to devote to a project of this nature, whereas the IR office could consider this project as routine. Fourth, the IR person can contribute to the credibility and acceptance of the findings due to his/her relative detachment in the evaluation process. Fifth, the IR person has a more global concept of the overall administrative aspects of academic programs than the average faculty person. Sixth, the institutional researcher is in a unique position to fulfill the role as a teacher--taking an active role in getting their data understood and utilized (Wise 1980).

In summarizing the role of the institutional researcher in program reviews at three major insitutions, Munitz and Wright (1980) identified the following five general responsibilities that the institutional researcher played in establishing and supporting the academic program evaluation processes at their respective institutions:

1. Institutinal researchers participated with key administrators and faculty committees in the initial design of the program evaluation processes and supporting materials.

2. Staff members were responsible for overseeing (if not actually doing) the consolidaton of planning data from various admnistrative data bases and for distributing the data schedules and accompanying forms and instructions to the departments and colleges.

3. The institutional research offices usually collected the departmental and college evaluaton responses, plans, and budget requests. They then analyzed and summarized the material for use by administrative and faculty leaders in arriving at planning decisions.

4. The institutional research staff also participated to some degree in the design of budgetary measures and, through analyses ba: on these measures, in recommendations of initial allocations consistent with overall budget priorities.

5. Institutional researchers worked closely with administrative and faculty groups in recommending and implementing further refinements in evaluation processes, statistical schedules, and instructions.

To some degree or another the Institutional Research office in the institution under study was involved in each of the above responsibilities.

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TABLE 1

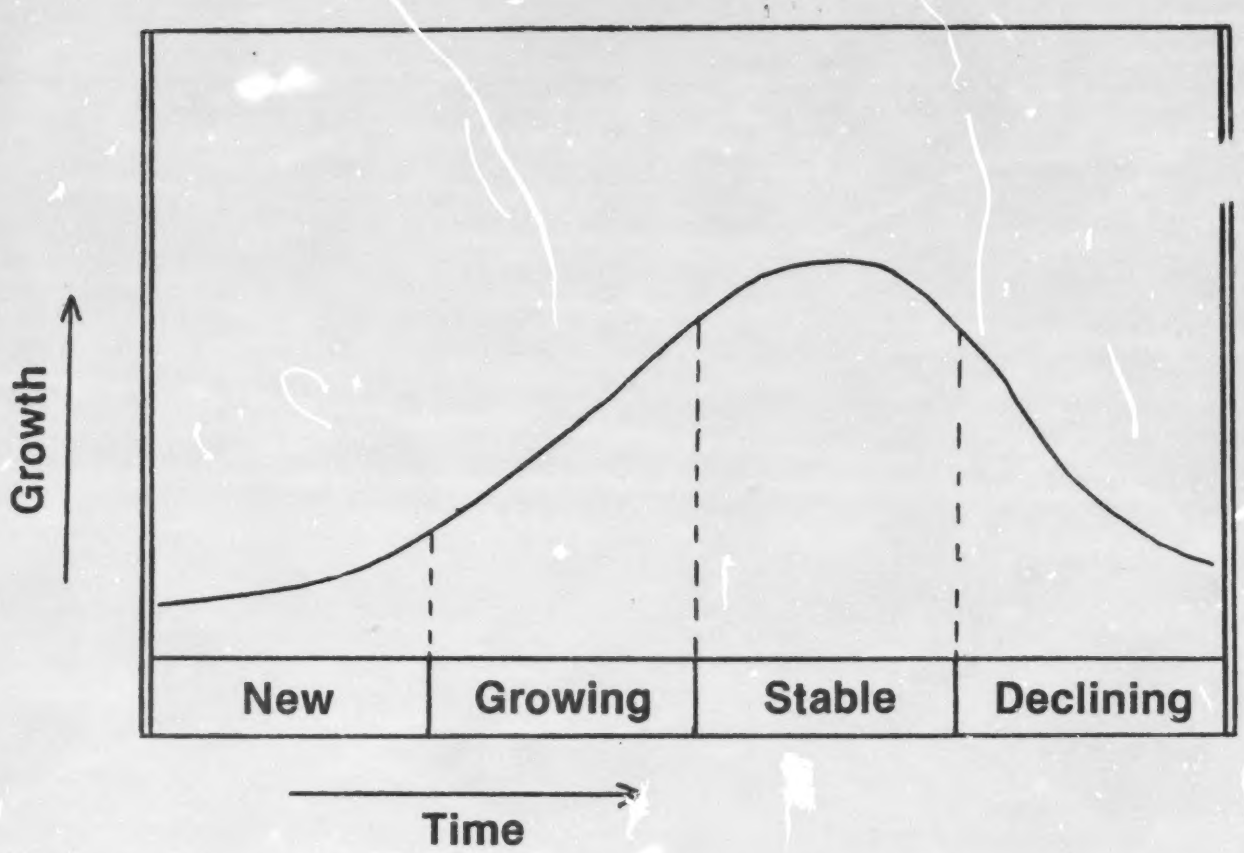
QUINTILE RATINGS

EVALUATION OF ACADEMIC PROGRAMS

INPUTS TO DECISIONS (EVALUATIVE CRITERIA)

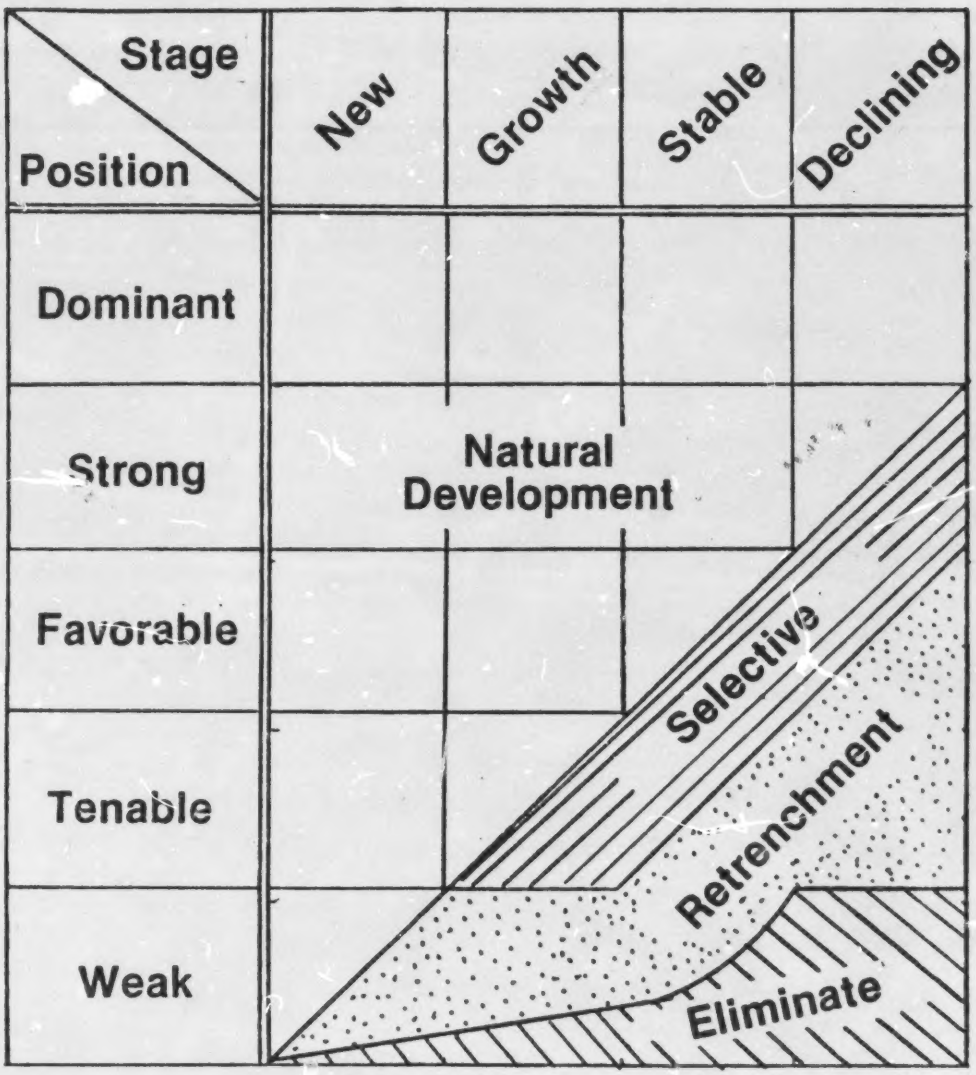
ACADEMIC PROGRAMS	(1) Perceptions of faculty quality	(2) Centrality	(3) Service to non-majors	(4) Service to majors	(5) Impact on majors	(6) Service to community	(7) Potential impact on community	(8) Cost / revenue relationship	(9) Overall Recommendation
ART				+		+	+		
ATMOSPHERIC SCIENCE		−	−				−−	−	−
BIBLIOGRAPHY	−	−		X	X	−	−		−
BIOLOGY			+		+				+
CHEMISTRY	+								
CLASSICS			−			−	−		
COMPUTER SCIENCE				X	X		+	+	
DEVELOPMENTAL STUDIES	−	−		X	X	−	−		−
DRAMA			−			+	+	−	
ECONOMICS	+								
EDUCATION						+			
ENGINEERING	−	−	−	X	X				−
FOREIGN LANGUAGES									
HISTORY		+		+	+				+
HUMANITIES		+	+	X	X	−		+	
LITERATURE	+	+	+	+	+			+	+
MANAGEMENT	−		+	+	+		+	+	
MATHEMATICS		+	+					+	
MUSIC						+	+	−	
PHILOSOPHY	+	+					−		
PHYSICAL EDUCATION	−	−				−			−
PHYSICS									
POLITICAL SCIENCE			−					−	
PSYCHOLOGY	+			+	+	-			+

FIGURE 1



PROGRAM LIFE-CYCLE CURVE

FIGURE 2



STRATEGIES FOR ALLOCATING RESOURSES TO ACADEMIC PROGRAMS

APPENDIX A

EVALUATION OF ACADEMIC PROGRAMS

INPUTS TO DECISIONS (EVALUATIVE CRITERIA)

ACADEMIC PROGRAMS	(1) Perceptions of faculty quality	(2) Centrality	(3) Service to non-majors	(4) Service to majors	(5) Impact on majors	(6) Service to community	(7) Potential impact on community	(8) Cost / revenue relationship	(9) Overall Recommendation
ART									
ATMOSPHERIC SCIENCE									
BIBLIOGRAPHY									
BIOLOGY									
CHEMISTRY									
CLASSICS									
COMPUTER SCIENCE									
DEVELOPMENTAL STUDIES									
DRAMA									
ECONOMICS									
EDUCATION									
ENGINEERING									
FOREIGN LANGUAGES									
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MATHEMATICS									
MUSIC									
PHILOSOPHY									
PHYSICAL EDUCATION									
PHYSICS									
POLITICAL SCIENCE									
PSYCHOLOGY									